



**Notice of a public meeting of  
SACRE (Standing Advisory Council on Religious Education)**

**To:** SACRE members

Group A

*Such Christian denominations and other religious denominations as, in the opinion of the Authority, will approximately reflect the principal religious traditions in the area.*

Karen Vincent  
Penny Coppin-Siddall  
Ian Hodgson  
Daryoush Mazloun  
Imam Mirazam  
Ben Rich

Group B

*A groups of persons representing The Church of England.*

Sue Bland  
Joseph Hepplestone

Group C

*A group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area.*

Taco Michiels  
Andy Tod

Group D

*A group of persons representing the City of York Council. In this case of Elected Members appointment to this group should ensure political balance and state which political group they represent. As an alternative, the Council may appoint representatives such as a governors association.*

Cllr Emilie Knight  
Cllr Sarah Wilson  
Cllr Bob Webb

LA Officer

Maxine Squire (Assistant Director Education and Skills)

Professional RE Advisor

Olivia Seymour (Assistant Director of Education  
(Distinctiveness) Diocese of York)

**Date:** Thursday, 22 June 2023

**Time:** 6.00 pm

**Venue:** The George Hudson Board Room - 1st Floor West  
Offices (F045)

**AGENDA**

- 1. Election of Chair 2023-24**  
To elect a Chair for 2023-24.
- 2. Election of Vice Chair 2023-24**  
To elect a Vice Chair for 2023-24.
- 3. Apologies for Absence and Declarations of Interest**
- 4. Minutes of the previous meeting** (Pages 1 - 2)  
To approve and sign the minutes of the meeting held on 23 February 2023.
- 5. Matters arising from the minutes**
- 6. Proposal from Humanist representative of Committee A of City of York SACRE** (Pages 3 - 4)  
Members are asked to consider a proposal from Humanist representative of Committee A of City of York SACRE.

- 7. School Visits** (Pages 5 - 8)  
To receive an update on the first school monitoring visit which took place in February 2023.
- 8. National RE and Collective worship updates** (Pages 9 – 14)  
To receive an update on national RE and Collective worship updates.
- 9. Correspondence on complaints/determinations**  
A verbal update will be given on complaints received and the determinations in respect of those complaints.
- 10. Future meeting dates & agenda items for future meetings**  
19 October 2023 at 6pm at West Offices  
22 January 2024 at 6pm at West Offices (Approval of SACRE Annual Report)  
19 March 2024 at 6pm at West Offices

Democracy Officer  
Angela Bielby  
[a.bielby@york.gov.uk](mailto:a.bielby@york.gov.uk)  
01904 552599

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

**This information can be provided in your own language.**

**我們也用您們的語言提供這個信息 (Cantonese)**

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim (Polish)  
własnym języku.

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

**☎ (01904) 551550**

City of York Council

Committee Minutes

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Meeting	SACRE (Standing Advisory Council on Religious Education)
Date	23 February 2023
Present	<u>Group A</u> Penny Coppin-Siddall  <u>Group B</u> Sue Bland  <u>Group C</u> Andy Tod  <u>Group D</u> Cllr Ian Cuthbertson (Chair) Cllr Martin Rowley  <u>LA Officer</u> Maxine Squire (Assistant Director Education and Skills  Councillors Cuthbertson, Rowley, Maxine, Coppin-Siddall, Tod and Bland
Apologies	Councillors Waller and Fitzpatrick, Karen Vincent Daryoush Mazloum, Ben Rich, Ian Hodgson, Taco Michiels and Olivia Seymour

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## 25. Election of Chair [13.36]

A Chair for the meeting needed to be elected due to apologies for absence from the Chair and Vice Chair. Cllr Cuthbertson was elected as Chair for the meeting.

## 26. Minutes of Previous Meetings and Matters Arising [13.37]

Resolved: That the minutes of the SACRE meetings held on held on 22 June 2022, 29 November 2022 and 12 January 2023 and 6 February 2023 be approved and signed by the Chair as a correct record.

**27. SACRE Annual Report 2021-22 [13.38]**

Resolved: That the SACRE Annual Report 2021-22 be approved for submission to the Department for Education (DfE) and NASACRE.

Reason: In order to meet the requirements for the submission of the SACRE Annual Report.

**28. Virtual meetings [13.39]**

Members considered holding future meetings virtually. Maxine Squire explained that the aim of this was to promote quoracy. A number of views were put forward regarding this with a number of benefits and drawbacks of having meetings in person or virtually. A Member requested that the decision for meetings to be held virtually be deferred until the following. Following a vote with one Member in favour of the deferral, and four against, the motion fell. Members then voted on meetings being held virtually with one Member against and four in favour. It was therefore;

Resolved: That approval be given for the option to attend meetings virtually for no more than four future meetings.

Reason: In order to ensure that future SACRE meetings are quorate.

**29. Any Other Business [14.06]**

None.

**30. Future meeting dates [14.07]**

The Clerk undertook to circulate potential future meeting dates to Members.

Cllr Cuthbertson, Chair

[The meeting started at 1.30 pm and finished at 2.07 pm].

## Proposal from Humanist representative of committee A of City of York SACRE

### Request for SACRE members to agree the following statement

*York SACRE recognises that the present agreed syllabus does not sufficiently address the legal requirement to cover non-religious worldviews, such as Humanism. Pupils need to develop their understanding of these worldviews thoroughly and systematically throughout their education, alongside an understanding of the major world religions. Therefore York SACRE commits to ensuring that the agreed syllabus is revised in order to do this as part of the next Agreed Syllabus Conference and formally requests that the LA ensure that sufficient resources are made available to complete this work and ensure that schools are updated and trained appropriately.*

### Background information for York SACRE members:

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference (ASC). The agreed syllabus has to be reviewed every five years. If, at some other time, a majority of the groups of the SACRE asks the LA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose. (Education Act 1996, Chapter III)

What is the Agreed Syllabus Conference?

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate legal entity from a SACRE. An ASC:

- has the same committee structure as the SACRE;
- can be made up of SACRE members but need not be so. There is no provision for co-opted members. In some LAs the Chair of the ASC is appointed by the local authority whilst in others, the ASC chooses its own Chair. The LA's responsibility to convene the ASC includes the duty to provide funds and support for its work. <sup>1</sup>

### What has been taken into account in the current City of York Syllabus?

#### Page 13 of current syllabus notes:

The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'.<sup>8</sup> Note that the term 'religion' encompasses both religious and non-religious beliefs.<sup>9</sup>

#### Page 14 of the current syllabus states:

Non-religious worldviews. Good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.

<sup>1</sup> May 2015 SACRE Handbook <http://www.nasacre.org.uk> page 10

<sup>8</sup> [www.judiciary.uk/wp-content/uploads/2015/11/r-fox-v-ssfe.pdf](http://www.judiciary.uk/wp-content/uploads/2015/11/r-fox-v-ssfe.pdf) 'Equal respect' does not entail equal time.

<sup>9</sup> In accordance with Human Rights Act 1988

This syllabus requires that, in addition to the religions required for study at each key stage, nonreligious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different worldviews. This is enabled through the following key questions: L2.6, L2.9, U2.1, U2.5, U2.7, 3.1, 3.4, 3.9, 3.10 and 3.12



## SACRE Monitoring Visits to Schools

The purpose of this report is to update the members of York SACRE on the first school monitoring visit which took place in February 2023.

The purpose of the first visit was to test out the format of the visits to inform the development of a programme of half-termly visits during the academic year 2023-24.

The visit to a maintained primary school was conducted by three members of SACRE, supported by the LA adviser to SACRE. The SACRE members were representing groups A and D.

### Key learning points from the visit

- The structure of the visit worked well, the headteacher and subject leader welcomed the visit;
- Specific questions to support SACRE members with gathering pupil voice would be helpful for future visits;
- The headteacher provided feedback on continuing professional development for teachers. The headteacher felt that this works best if it can be delivered in school as this would maximise the number of staff who could be involved;
- The subject leader felt that support was needed for managing mixed age group teaching of the R.E. curriculum to ensure appropriate challenge and progression;
- The subject leader felt that when the Locally Agreed Syllabus is reviewed it would be helpful to look at how subject specific vocabulary can be made more prominent in the planning (specifically to support non-subject specialists). He felt it would also be useful to have a phonetic dictionary of subject specific vocabulary to support teachers with accurate pronunciation.

Specific **strengths** observed during this visit were:

- The school closely follows the Locally Agreed Syllabus and this has underpinned the development of the school's R.E. curriculum which has linked the long term plan to the R.E. Today unit plans. Progression across the key stages from early years to KS2 has been mapped;
- The impact of the R.E. curriculum is being closely monitored by the subject leader, who uses PPA time and leadership time to complete monitoring activities e.g. pupil voice and lesson drop -ins. This informs termly monitoring reports and subject self-evaluation. During this visit SACRE members were provided with examples of the monitoring activity that takes place;
- There is a comprehensive whole school policy statement for R.E. and the provision across Key Stages follows the recommended national curriculum teaching hours for R.E.;
- There is an annual programme of faith visitors and visits to local places of worship which enriches the delivery of the subject and supports collective worship. The Parent Teacher Association are supporting travel costs for

school visits. The programme of faith visitors and out of school visits was disrupted by the covid pandemic but has been re-introduced;

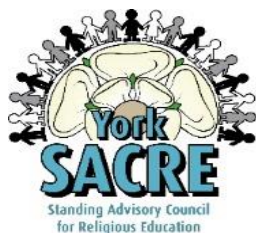
- Two members of SACRE spoke to a small group of children during this visit and it was clear that the children enjoy R.E. and recognised it as a subject. They were able to describe what they had been learning and were able to recognise and describe a font (without using the word font). It was clear that they understood the purpose of a font, how and why it was used.
- There is a clear assessment framework in place and the subject leader was able to share examples of progress data from across the different key stages and the way he is using analysis of performance to review and refine the curriculum.

Following the success of this initial visit a programme of visits will now be put in place.

Maxine Squire

June 2023

Annex A: School Visit monitoring proforma



School Monitoring Visit

School:

RE subject leader:

SACRE members:

LA Officer:

Date of Visit:

	Evidence from visit
Is the Locally Agreed Syllabus (own/other if applicable) being followed/planned for? Is there sufficient inclusion of religious & other non-religious/world views evident in the planning?	
Is there an RE self- evaluation process and improvement plan?	
How is RE provision organised? How are all staff supported to teach RE?	
Can pupils recognise where RE is being taught? And what they are learning?	
Are there visits to local places of worship as a part of the provision?	
Are there planned opportunities for visitors?	
Have there been any requests for withdrawal? How are they managed?	
Is there a policy/ statement to demonstrate aim of RE at the school? Is this agreed by governors + shared with parents+prospective parents?	
How was RE impacted over covid and what has been learned from that?	

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Evidence of good practice	
What additional support for RE would the school find useful?	

## Regional and National updates June 2023

### SACRE Newsletter

The summer term newsletter went out to schools in April. A copy is attached for SACRE members.

### Regional RE Hub website is live

<https://www.re-hubs.uk/>

The RE Hubs project is dedicated to supporting Religious Education (RE) and Religion and Worldviews (R&W) teachers and practitioners. Our mission is to connect those who can provide resources with those who need them. We aim to create a neutral platform that brings all stakeholders together, filling the knowledge gap and equipping everyone within the RE/R&W ecosystem.

Many organisations serve RE/R&W education, from places of worship and school speakers to CPD partnerships and resource providers. However, until now, there hasn't been a single place to equip, enable, and signpost everyone within the community.

**Where should I start?** Find your relevant hub location (Yorkshire & Humber). On the calendar you can check out CPD on offer in your region and nationally, or find out about Local Groups. Or why not look up School Speakers or Places of Interest in your region. Not seeing some of your favourite places or people, then please signpost them to the [Get Involved](#) page where they can sign up to our [RE Hubs Kitemarked training](#).

Do take a look at the [Upskill section](#) to find everything you need from blogs to podcasts, free resources to resource centres, research, funding & grants.

You can find out more about your RE Hubs Lead for your region in the [Hubs section](#).



### News from NATRE: Two-thirds of secondary early career teachers rate subject knowledge training as 'poor' or 'very poor'

Over the last week, NATRE has been conducting a flash survey for secondary teachers in their first two years in the profession since qualification (ECTs). We wanted to hear their assessment of the delivery of the government funded programme designed to develop their subject knowledge. When NATRE began its grant funded New2RE programme 7 years ago, one of the drivers was the evidence that lack of subject knowledge was a key factor in the alarming proportions of teachers leaving the profession in the early years of their careers. We are proud to report that New2RE participants, with the benefits of extensive subject knowledge learning, stayed in teaching at significantly higher rates.

When the government announced their Early Career Framework with a clear commitment to addressing the issue of subject specific knowledge and skills in 2019, we might have dared to be optimistic. However, the news from the classroom was not good. Anecdotal evidence from those attending NATRE's free monthly subject knowledge webinars during this academic year, was that little or no attention was being paid to subject knowledge in their schools' early career offering. Worse still, many of the ECTs were the only subject specialist

on their staff team, so there was no one properly qualified to support this aspect of the early career programme.

Earlier this month, the government's education select committee announced an inquiry into the recruitment, training and retention of teachers so the flash survey was launched. Open for just a week to hit last Friday's submission deadline, we still attracted 60 responses. Almost 2/3rds of our respondents reported that, in relation to teacher standard 3: Develop good curriculum and subject knowledge, their rating of the ECT programme was either poor (37%) or very poor (28%). Only one in ten thought the programme was good in this respect. Obviously, this is a small sample, but NATRE will ask this question again as part of the secondary survey which will begin in a few weeks' time.

So, we have told the government that there is a job to do here and that [NATRE's ECT membership](#), including its subject knowledge webinars, which are open to all, is playing its part. However, this is an issue that needs urgent attention, not only because it affects teacher confidence and consequentially retention, but even more importantly, standards of religious education for pupils.

Olivia Seymour

Professional RE Adviser to York SACRE



Standing Advisory Council  
for Religious Education

## YORK SACRE NEWSLETTER – Summer Term 2023

### News from NATRE



#### **Children’s Commissioner shares her views on RE**

A member of the NATRE executive, Shammi Rahman, recently interviewed The Children’s Commissioner, Dame Rachel de Souza. Dame Rachel is a previous RE teacher and headteacher and Shammi, is an ex secondary teacher and now a Race Equality Adviser. Dame Rachel used to be her RE teacher!

Dame Rachel says, ‘a former RE teacher myself, I believe RE teachers have a crucial opportunity to teach children about the wider world and principals of fairness and equality. It was great to talk about how different faiths can teach us different things, for example treating others as we would like to be treated ourselves; having compassion for others; and celebrating the beauty of life in our environment.’

Listen to their conversation here

[Conversation with Shammi Rahman: The importance of Religious Education | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/conversation-with-shammi-rahman-the-importance-of-religious-education/)

#### **Curriculum Symposium content: videos & resources**

The curriculum symposium was a face to face-to-face event to develop curriculum planning and thinking skills, enabling teachers to be more confident in their understanding and development of high quality curricula and to enhance the understanding of processes involved in constructing high quality curricula. The symposium contributed to the start of a process for teachers considering curriculum design in terms of an education in religion and worldviews.

This section of the NATRE website is open to all to use and provides access to recordings of symposium presentations and PowerPoints as well as a ‘How to guide’ to allow others to recreate their own curriculum symposium over a series a sessions across a term or a year or over a day spent together.

During the Curriculum Symposium teachers heard from a range of speakers; Christian Counsell, Matthew Lane, Stephen Pett, Kathryn Wright – you can watch recordings of the talks and access the associate resources here.

- [Christine Counsell The Principles of curriculum design](#)
- [Matthew Lane Change Management Hand-out and Notes](#)
- [Matthew Lane Change management](#)
- [Stephen Pett How to go about designing a curriculum](#)
- [Kathryn Wright A multidisciplinary approach to curriculum design](#)





Standing Advisory Council  
for Religious Education

### Membership offers

In response to schools' current needs, NATRE have re-vamped their membership offer, allowing budgets to stretch further. Now schools and teachers can choose the membership that suits them best. Benefits include:

- Whole staff teams now have unlimited multi-login to the members area with NATRE if they are a School or School Enhanced membership at no additional cost.

For those who just want a taster of NATRE, a Basic level membership has been introduced for only £15 a year!

<https://www.natre.org.uk/membership>

### News from Culham St Gabriel's



#### **Culham St Gabriel's Trust new short course – Introduction to Subject Knowledge**

Need subject knowledge? Not sure where to start? CSTG are pleased to announce the launch of a NEW free, short online self-study course.

The course is for teachers of all age ranges and in all contexts. See what enhanced subject knowledge can do for you, sign up for our courses now!

Take the course: <https://courses.cstg.org.uk/enrol/index.php?id=27>

#### **Culham St Gabriel's Trust new Primary Course – Introduction for Primary Beginner Teachers**

Calling all Primary mentors, Beginner Teachers, ITE providers or trainers! We are delighted to announce the launch of our new, free, courses.

THREE courses introduce Beginner Teachers in the Primary phase to Religion and Worldviews, teaching and learning and subject knowledge. Use as self-study, with others or as part of a wider programme. For further details go to <https://courses.cstg.org.uk/>

### Discovering Sacred Texts in the RE Classroom

Bring sacred texts to the classroom with these fascinating resources from the British Library.

The resource covers Hinduism, Buddhism, Sikhi, Judaism, Christianity and Islam.

Find out more here: <https://www.bl.uk/sacred-texts/activities/key-stage-2-teaching-resources>



#### **Discovering Sacred Texts: Key Stage 2 teaching resources**

Bring sacred texts into your classroom with our set of Religious Education lessons for upper Key Stage 2 (years 5-6).





Standing Advisory Council  
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## Jewish Museum London: Inclusive Judaism Image Library

The Inclusive Judaism Image Library allows you to download photos from Britain's vibrantly diverse Jewish community directly to your classrooms. By downloading images for FREE, you can feel confident that you are teaching a representative, inclusive and authentic Judaism in your classrooms. All images have curriculum links to Jewish festivals, Life cycle events and Synagogue worship for Primary and Secondary schools, representing the UK's vibrantly diverse Jewish community.

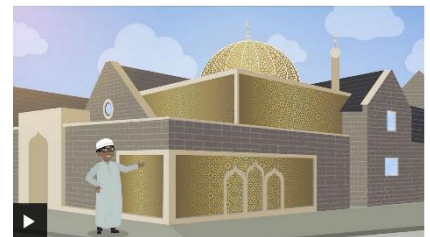


<https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/imagelibrary/>

## A visit to a Mosque

This resource by BBC Bitesize is full of interesting facts about a visit to a Mosque including also engaging animated videos for KS1 pupils.

<https://www.bbc.co.uk/bitesize/topics/zj3d7ty/articles/zfwphcw>



## Festival Calendar

Search for religious festivals by religion and/or month here: <https://www.reonline.org.uk/festival-calendar/>



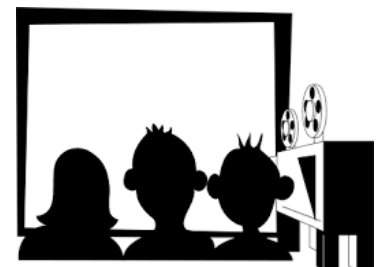
## If you watch one thing this week....

Dr Richard Kueh, the His Majesty's Inspector of Schools and National Subject lead for Religious Education, has produced two videos: Factors the influence the quality of Religious Education in schools. What pupils learn in the Religious Education curriculum.

You can find them here:

<https://www.youtube.com/watch?v=GiaKdZkTaMU>

[https://www.youtube.com/watch?v=gJmJC\\_RhRNk](https://www.youtube.com/watch?v=gJmJC_RhRNk)





Standing Advisory Council  
for Religious Education

## Collective Worship Resources

### Life Savers Collective Worship Resources

The Just Finance Foundation works directly with schools to improve financial education through the LifeSavers programme. Engaging your students with values-based money lessons is important and develops key life skills.

Through their LifeSavers Programme, you can access flexible lesson plans, beautiful storybooks, assembly resources and much more! JFF's financial education experts will also

provide convenient CPD training and help connect you with other teachers. All of their programmes, training and resources are delivered at no cost to your school. Find out more and get involved: <https://bit.ly/3S3pECH>

**LifeSavers**  
Helping children manage money wisely

An initiative from  
**JUST FINANCE FOUNDATION**



An **innovative**, values-based, **FREE** financial literacy programme that gives children the knowledge, skills, and attitudes to manage their money wisely.

Research from the Money Advice Service finds that many **habits around money are formed at primary school**. Early intervention in financial education is, therefore, critical to instil positive behaviours and attitudes in relation to money.

#### What's available?

Lifesavers is a unique programme for primary schools – offering a whole school approach that provides:

- **Classroom Resources** Milo's Money for 5-7 years olds and the 5 Big Questions about Money resource following our core values
- **Whole school resources** in the form of themes, assemblies and savings clubs
- **Training for teachers** to embed financial education into the school curriculum
- **Savings clubs** to give children practical experience of handling money
- **A whole community approach** involving parents, credit unions, and others



Find out more and get signed up: [www.justfinancefoundation.org.uk](http://www.justfinancefoundation.org.uk) e: [lifesavers@jff.org.uk](mailto:lifesavers@jff.org.uk)

### Picture News Collective Worship Resources

## Prices

#### 1 Year – Weekly (online)

- Sent via email weekly
- Full access to Picture News Online

£200

#### 1 Year – Alternate Weeks

- Sent via post and email fortnightly
- Full access to Picture News Online (includes all online packs)
- Display wallet

£320

#### 1 Year – Weekly

- Sent via post and email weekly
- Full access to Picture News Online (includes all online packs)
- Display wallet

£450



## What is Picture News?



Picture News is a weekly news pack, emailed to you, focusing on one big and current story.

Every Friday, at 7am we email across a poster with an open-ended question, session planning, Bible link, Biblical core concept, home learning ideas and our UNICEF Rights of the Child link.



For further information, or if you have any questions, email us at [help@picture-news.co.uk](mailto:help@picture-news.co.uk), any time!

### How you can use Picture News

#### 1 Weekly Collective Worship

Share the weekly poster and 'big question' to stimulate a weekly discussion about an issue that's happening right now.

#### 2 As part of an interactive and engaging display

Either in your classroom, or in a whole school area, the poster with our 'big question' is great to encourage conversations between children and staff alike! - It's easy to change each week too!

#### 3 To support home learning

Why not send our 'Take Home' resource home for children to discuss the week's current issue? Or add to your website or social media channels to let parents, know what their children have been discussing at school!



To order, please email:  
[help@picture-news.co.uk](mailto:help@picture-news.co.uk)